DOCUMENT RESUME

ED 179 813 CE 023 646

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TITLE Handbook for Workshop on Assessing the Professional Growth Needs of Individual Vocational Staff Members.
INSTITUTION Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
SPONS AGENCY Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
PUB DATE Mar 79
NOTE 39p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Curriculum: Educational Needs: Evaluation Methods: Guides: *Individual Needs: Inservice Teacher Education: *Needs Assessment: Participant Satisfaction: *Professional Development: *Program Development: *Staff Improvement: Teacher Certification: Teacher Education: Teacher Qualifications: Teacher Workshops: *Vocational Education Teachers

ABSTRACT

This handbook was designed to assist vocational personnel in assessing professional development needs and developing an individual growth plan. It contains five sections: (1) An Overview of Staff Development, (2) What is a Need?, (3) Assessing Needs: Alternative Methods, (4) Planning and Evaluation Activities, and (5) Facilitation Suggestions. Questions of rationale and responsibility for staff development and inservice education are discussed in section 1. Section 2 provides a framework for categorizing improvement and growth needs in relation to licensure requirements, institutional requirements, and individual expectations. After identifying potential resources which can be used to assess needs and providing guidelines for selecting appropriate needs assessment methods, section 3 presents six methods including their advantages and disadvantages. Basic steps identified in section 4 for planning professional development include prioritizing needs, selecting inservice activities, and evaluating progress. Specific actions and activities to facilitate the continued professional development of teachers are listed in section 5 in separate categories of suggestions for teachers, vocational administrators, vocational relicensure committees, teacher educators, and state department personnel. (YLB)

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HANDBOOK FOR WORKSHOP
ON
ASSESSING THE PROFESSIONAL GROWTH NEEDS
OF INDIVIDUAL VOCATIONAL STAFF MEMBERS

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Minneapolis, Minnesota
March, 1979

CE 023 646

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ACKNOWLEDGEMENT

Appreciation is expressed to the State Department of Education, Vocational Division for funding the development of this handbook and the corresponding workshop. A special thank you is expressed to Velma Lehman, Project Assistant, for her assistance in collecting resources and editing the handbook, to Helen Henrie for making arrangements for workshops, and to Bonnie Williams for her continued patience throughout the typing process.

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INTRODUCTION

PURPOSE OF HANDBOOK

The purpose of this handbook is to assist vocational personnel in fulfilling their roles in the area of staff development and in-service education. More specifically the handbook is designed to assist the reader in identifying alternative approaches which a person could use to (1) assess his/her professional development needs, and (2) develop an individual professional growth plan.

CONTENTS

The contents of the handbook are organized into five sections.

Section 1: AN OVERVIEW OF STAFF DEVELOPMENT
Section 2: WHAT IS A NEED?
Section 3: ASSESSING NEEDS: ALTERNATIVE METHODS
Section 4: PLANNING AND EVALUATION ACTIVITIES
Section 5: FACILITATION SUGGESTIONS

DESCRIPTION OF CONTENTS

Section 1: "An Overview of Staff Development," discusses several key questions important to an effective staff development program and, hopefully, will encourage the reader to develop his/her own philosophy on staff development. Section 2: "What is a Need?" provides a framework for categorizing improvement/growth needs in relation to licensure requirements, institutional requirements, and individual expectations. Section 3: "Assessing Needs: Alternative Methods," (a) identifies potential resources which can be used to assess needs, (b) provides guidelines for selecting appropriate needs assessment methods, and (c) suggests several needs assessment methods including the advantages and disadvantages of each. Section 4: "Planning Activities," suggests some basic steps which could be useful in planning professional growth. Section 5: "Facilitation Suggestions," provides specific suggestions (actions and activities) which could facilitate the continued professional development of teachers. Separate facilitation suggestions are offered for (1) teachers, (2) vocational administrators, (3) vocational relicensure committees, (4) teacher educators, and (5) state department personnel.

Section 1

AN OVERVIEW OF STAFF DEVELOPMENT

If needs assessment activities are to be of maximum benefit to both the individual staff member and the school, they should be implemented within a school environment which supports the concept of staff development and improvement. Specific methods for assessing needs will be discussed in Section 3 of this handbook; however, a brief discussion of staff development should help to identify the framework within which needs assessment activities should take place.

When planning a comprehensive staff development program for an institution (e.g., AVTI, Secondary Center, etc.), several key questions should be considered.

1. What is staff development?
2. Why have staff development?
3. Who should a staff development program be designed for?
4. Who is responsible for staff development?
5. What is in-service education?
6. Who delivers in-service education?
7. What are some steps important in implementing a systematic staff development program?

These key questions are discussed in general terms on the next few pages and, hopefully, will assist the reader in developing his/her own perspective on staff development.

WHAT IS STAFF DEVELOPMENT?

In a broad context, staff development includes any activities that can potentially increase a person's effectiveness within the school system. More specifically, staff development refers to a planned process of education and training with the individual, school, and profession benefiting from the process. This planned process should include needs assessment activities, planning activities, and the identification of educational activities which can meet identified needs.

WHY HAVE STAFF DEVELOPMENT?

The ultimate purpose for staff development activities is to improve the quality

of vocational education programs. A logical way to help assure quality programs is to encourage the continued growth and development of staff. A well planned staff development program should:

1. improve the professional competencies of the staff,
2. improve the technical competencies of the staff,
3. help the staff meet licensure and relicensure requirements, and
4. help staff achieve career development goals.

WHO SHOULD A STAFF DEVELOPMENT PROGRAM BE DESIGNED FOR?

A comprehensive staff development program could focus on improving the job performance of all personnel associated with vocational programs, including custodial staff, clerical staff, and professional staff (teachers, supervisors, counselors, administrators, etc.). However, the discussion on the next few pages addresses staff development only as it relates to improving the performance of the professional staff.

WHO IS RESPONSIBLE FOR STAFF DEVELOPMENT?

Individual Level: Each individual teacher, counselor, department head, administrator, etc., is ultimately responsible for his/her own continued development. Each individual must comply with licensure and relicensure requirements in addition to meeting personal and institutional expectations related to his/her professional role.

Facilitators of Staff Development:

(a) Department within School Level: On the departmental level (for example: trade and industry, distributive education, etc.), the department head or supervisor should be responsible for assisting staff with staff development within his/her area.

(b) School Level: On the local school level, the vocational administrator or Staff Development Coordinator often should be responsible for facilitating the availability of staff development activities for staff within the school. Ideally, this program should focus on development of all professional staff within the school.

(c) State Level: The State Department of Education employs someone who is responsible for facilitating vocational staff development. This person helps coordinate in-service education activities which use federal funds and works with teacher education institutions and local vocational

administrators in planning staff development activities to meet identified needs.

(d) Vocational Teacher Educators: The University, University of Minnesota-Duluth and the State Universities have staff who are responsible for assisting individuals and schools with professional development.

WHAT IS IN-SERVICE EDUCATION?

In a broad context, in-service education refers to educational activities engaged in by practicing professionals to improve their professional competency. In-service education may be formal or informal; may or may not provide university credit; may or may not provide licensure or relicensure credit; and may or may not provide pay scale increments.

WHO DELIVERS IN-SERVICE EDUCATION?

Initial licensure requirements (in the form of courses) are delivered by approved vocational teacher education institutions. The delivery of in-service education to meet individual, institutic al, and licensure renewal needs can be provided through a variety of sources including, but not limited to, teacher education institutions, industry, private firms, local education agencies, professional associations, and the State Department of Education.

WHAT ARE SOME STEPS IMPORTANT IN IMPLEMENTING A SYSTEMATIC STAFF DEVELOPMENT PROGRAM?

1. Develop a Positive Attitude Toward Staff Development: Developing the necessary positive foundation upon which a successful staff development program can be built relies upon strong, sincere administration support and a cooperative spirit among all professioral staff. An understanding of what staff development is and for whom it is intended is a critical first step in establishing this positive atmosphere within the school.

2. Identify Needs: Each practicing professional should assess his or her needs in terms of licensure, institution and individual requirements and/or expectations. Many needs assessment methods can be used and may involve a variety of people, procedures and sources of information

3. Determine the Priority of Development Needs: After identifying the areas

where improvement or growth may be needed, the next step is deciding which areas should receive immediate attention. There may be many areas where refreshing, up-dating, or additional training is desired, but it is necessary for a person to organize development needs so that a starting point is identified and immediate attention can be focused on the most critical or important areas.

4. Develop an Improvement Plan: After priorities have been determined, an improvement plan should be developed. A typical plan might include activities to meet needs and an evaluation process to determine if the need was met after engaging in the activity.

SUMMARY

The preceding discussion was intended to provide the reader with a brief, general overview of staff development. It is important to remember that all professionals (teachers, counselors, supervisors, administrators, etc.) should be concerned about improving their job performance and should participate in staff development activities. As mentioned earlier, it is hoped that the questions presented in this section will encourage the reader to develop his or her own perspective and philosophy concerning staff development.

The remainder of this handbook deals more thoroughly with the questions and concerns addressed in Section 1. Specific attention is focused on identifying alternative needs assessment methods and planning activities which can be used by a person to plan his/her professional development.

Section 2

WHAT IS A NEED?

Assessing improvement and/or growth needs is a very important step in an individual's career planning process. Because each person may be at a different level in the career planning process, it is helpful to categorize the requirements or expectations with which a person is faced. These categories can then be used for organizing the improvement or growth needs.

REQUIREMENTS AND/OR EXPECTATIONS

Professionals in vocational education must meet certain requirements and expectations which can be grouped into three categories: (1) Licensure Requirements, (2) Institutional Requirements, and (3) Personal Expectations. Each of these categories is briefly described below and in Figure 1 on the next page

Licensure: After an individual is employed, he/she must meet the requirements for obtaining an initial five-year license. In addition to the required occupational experience, a person must obtain certain minimum competencies which have been identified by the profession and specified in the State Plan for Vocational Education.

Institutional: The institution which employs the vocational professional has certain requirements which must be met. These institutional requirements may go beyond the minimum licensure requirements and/or may focus on unique applications of certain competencies.

Individual: Each individual has certain expectations about the competencies a good professional should possess. In addition, personal expectations may focus on the requirements of a degree or preparation for a higher level position.

Figure 1: Categories of Requirements or Expectations

REQUIREMENTS/EXPECTATIONS		
LICENSURE (Profession)	INSTITUTION	INDIVIDUAL
• Minimal requirements of profession	• Beyond minimum of profession • Unique application of competencies • Institutional improvement	• Individual expectations of a good professional • Non-professional expectations

The examples in Figure 2 (below) should help to clarify these categories of requirements and expectations as they relate to a teacher. These same categories also can be used by administrators, supervisors, counselors, and other professionals for analyzing their requirements or expectations.

Figure 2: Examples of Requirements or Expectations in Each Category

REQUIREMENTS/EXPECTATIONS		
LICENSURE (Profession)	INSTITUTION	INDIVIDUAL
• Teacher Education Sequence • Human Relations Course • Changes in state regulations affecting licensure	• Special Curriculum adaptations • Special Instructional styles • Special Management Procedures • Changes in state regulations affecting institutional operation	• Technical Updating • Degree-Related • Additional Teaching Competencies • Career Advancement • Personal Concerns

CATEGORIZING NEEDS

Figure 2 may be carried one step further to show what kinds of improvement or growth needs a teacher may have in each of the three categories as a result of each set of requirements or expectations. Please keep in mind that the needs which are listed in Figure 3 are just examples.

Figure 3: Examples of Improvement or Growth Needs in Each Category Identified By a Teacher Based on Requirements or Expectations

REQUIREMENTS/EXPECTATIONS		
LICENSURE (Profession) NEEDS	INSTITUTION NEEDS	INDIVIDUAL NEEDS
*1. Course construction techniques	*1. Course construction techniques	*1. Course construction techniques
2. Evaluation methods	**2. Identify students who are chemically dependent	**2. Identify students who are chemically dependent
3. Philosophy of Vocational Education	3. Establish and Use Advisory Committees	3. Use time more efficiently and effectively
4. Human Relations	4. Implement appropriate safety procedures	4. Update on inventory control techniques
	5. Implement a particular management style	5. Curriculum Course (for degree)

*This need has been identified by the profession, the institution, and the individual.

**This need has been identified by both the institution and the individual.

As Figure 3 shows, it is possible for the same need (e.g., develop a course using appropriate techniques, identify students who are chemically dependent) to be classified in more than one category. Also, as Figure 3 shows, sometimes a course is listed as a need and sometimes a more specific need is identified. The needs which are categorized under "licensure" are courses because certain

courses have been identified as necessary to meet the minimum requirements of the profession. However, institutional and individual needs often are identified in more specific terms.

NEED VERSUS SOLUTION

It is important to make a distinction between an improvement or growth need and the activity a person will participate in to eliminate the need. For example, a teacher may need help in using time more effectively and efficiently -- that is the need. The activity which the teacher could participate in to eliminate that need might be a "Time Management Workshop." In other situations, however, both the need and the solution have been predetermined. For example, in order for a person to receive an initial vocational teaching license, he/she must possess minimal competencies in (1) vocational teaching, (2) course development, (3) instructional methods, (4) evaluation methods, and (5) vocational education philosophy. These minimal competency areas were identified by the profession, which also decided that a specific 3 credit course was required for each of the five areas. Consequently, in the category of licensure requirements, the profession has identified both the requirements and the most appropriate in-service activity for meeting the requirements. Figure 4 on the following page presents more examples of a need and an activity selected to help eliminate the need.

Figure 4: Examples of Needs and a Corresponding In-Service Activity (Solution)

LICENSURE (PROFESSION)		INSTITUTION		INDIVIDUAL	
NEED	IN-SERVICE (SOLUTION)	NEED	IN-SERVICE (SOLUTION)	NEED	IN-SERVICE (SOLUTION)
1. Introduction to Vocational Teaching	1. Introduction to Vocational Teaching course	1. Identify students who are chemically dependent	1. Workshop*	1. Identify students who are chemically dependent	1. Workshop*
2. Methods of Instruction	2. Vocational Methods course	2. Establish and use advisory committee	2. One-credit university course	2. Use time more efficiently & effectively	2. Seminar* on Time Management
3. Course development	3. Vocational Course Construction course	3. Implement appropriate safety procedures	3. Workshop*	3. Update on inventory control techniques for supermarkets	3. Planned observation and training session in two retail food operations
4. Evaluation methods	4. Vocational Tests & Measurement course	4. Design competency-based curriculum	4. Workshop*	4. Curriculum course (for degree)	4. Competency-Based Curriculum course
5. Philosophy of Vocational Education	5. Philosophy of Vocational Education course	5. Diagnose student's learning style	5. Individual assistance provided each teacher on request	5. Local/national update in occupational service area	5. Professional Association Conference
6. Human Relations	6. Human Relations course	6. Develop IEP's for students with special needs	6. Workshop*	6. Develop IEP's for students with special needs	6. Workshop*
7. Secondary level Verification of teaching ability	7. Internship supervised by approved teacher education institution	7. Update program resource guides	7. Individual workshop for each program area	7. Identify students who have learning disabilities	7. Course on learning disabilities

* Workshops/Seminars could be conducted by universities, local schools, professional associations, industry, private consulting firms, state department of education, etc.

Section 3

ASSESSING NEEDS: ALTERNATIVE METHODS

A teacher can use a variety of resources to help identify potential improvement or growth needs. These resources can include many people, procedures and sources of information. A list of possible resources is provided. However, please remember that this list is not exhaustive; it is a starting point to which other resources can be added.

WHO CAN HELP IDENTIFY TEACHER NEEDS?

- -Teacher him/herself
- -Teacher Educators
- -Peers
- -Current Students
- -Former Students
- -Advisory Committees
- -Supervisors/Department Chairpersons
- -Professional Organizations
- -Curriculum Developers
- -Staff Development Coordinators
- -Counselors
- -Administrators
- -Parents

HOW CAN NEEDS BE IDENTIFIED?

The following procedures can be used to assess needs:

- -Interviews/Discussion
- -Instruments/Questionnaires
- -Class/Shop Observations
- -Industrial Observations
- -Staff Conferences
- -Videotaping
- -Audiotaping

WHAT INFORMATION CAN BE USEFUL IN THE NEEDS IDENTIFICATION PROCESS?

-Job Descriptions (Teaching Positions)
-List of University Courses
-List of Teacher Competencies
-School Philosophy and Goal Statements
-Job and Task Analyses (Technical Jobs)
-Program Evaluation Data
-Budget Information
-Student Placement Data
-Program Completion Data
-Student Recruitment Processes
-Enrollment/ADM Data
-Instructional Materials
-Student Achievement Levels

SELECTING NEEDS ASSESSMENT METHODS

As the preceding lists indicate, a variety of people, procedures, and types of information can be used in the needs identification process. These three components can be combined in a number of ways to provide useful information. Some needs assessment methods are most appropriate for identifying licensure needs, while other methods are best used to identify individual or institutional needs. When selecting needs assessment methods, the following questions should be considered.

1. What types of needs (licensure, institutional, and individual) are being assessed?
2. What procedures are most appropriate for assessing (1) licensure needs, (2) institutional needs, and (3) individual needs?
3. What people should be involved in the needs assessment process?
4. What types of existing information can assist in identifying needs?

Some selected needs assessment methods are listed in Figure 5, on page 12. While an attempt was made to identify needs assessment methods for each category of requirements, some overlap exists. For example, the same assessment method sometimes can provide information on both individual and institutional needs.

Figure 5: Methods Which Could be Used By a Teacher to Assess Needs in Relation To Licensure, Institutional, and Individual Requirements/Expectations

REQUIREMENTS

LICENSURE (PROFESSION)	INSTITUTION	INDIVIDUAL
• Minimum requirements of profession	• Beyond minimum of profession • Unique application of competencies • Institutional improvement	• Individual expectations of a good professional • Non-professional expectations

SELECTED NEEDS ASSESSMENT METHODS WHICH COULD BE USED BY A TEACHER

LICENSURE (PROFESSION)	INSTITUTION	INDIVIDUAL
1. The teacher reviews the licensure requirements and identifies the courses he/she feels are needed most.	1. The teacher asks a supervisor to review his/her job description and to identify those specific responsibilities, duties and/or competencies which the institution expects but which he/she is not adequately performing. 2. The teacher reviews the goals and requirements of the institution and identifies areas where he or she could use some improvement or assistance.	1. The individual reviews his/her job description and identifies those general responsibilities, duties and/or competencies which he/she is not adequately performing. 2. The individual conducts a self-assessment using a comprehensive competency list as the basis and reviews the results to identify improvement needs. 3. The individual has students assess his or her performance and then analyzes the results to identify areas where improvement is needed. 4. A peer observes the teacher in the classroom and then discusses strengths and improvement needs with the teacher. 5. The teacher and another person (teacher educator, peer, etc.) view and critique a videotape made of the teacher in the classroom or in a similar teaching situation. A discussion of the teacher's strengths and improvement needs follows.

SUGGESTED METHODS FOR ASSESSING NEEDS

Several needs assessment alternatives, with advantages and disadvantages, are provided on the next few pages. Because each alternative assessment method had disadvantages, the reliance on any <u>one</u> method as "the right alternative" for assessing needs is not likely to be adequate. In most situations, several methods should be used by an individual to assess his/her needs. Perhaps the most important rule to remember is *the more information a person has about himself or herself, the more confident he/she can be about the accuracy of the information collected.*

Suggested Method 1

FOCUS: Licensure (Profession)

METHOD: The teacher reviews a list of licensure courses completed and those that have to be taken. Based on an analysis of information he or she has collected, the teacher decides which course should be taken next.

ADVANTAGES

1. Requires a teacher to review his/her progress towards initial five-year licensure.
2. Requires that a teacher review and analyze all the information he or she has about himself or herself in order to identify the most appropriate course to be taken next.
3. Involves little time, money, or personnel involvement.

DISADVANTAGES

1. Teacher may not review and analyze his or her needs and will simply identify a course.
2. Excludes needs which a teacher has which may not be addressed by one of the courses.
3. May involve only one perspective of the teacher's needs.

Suggested Method 2

FOCUS: Institutional Needs

Method: The teacher and the supervisor review the teacher's job description and identify those responsibilities the teacher is not adequately performing. The things that are not being adequately performed could be identified as potential improvement needs.

ADVANTAGES

1. Uses job responsibilities/competencies/expectations as basis for needs assessment process.
2. Requires that a teacher review his/her job responsibilities.*
3. The teacher is more likely to become involved in improvement activities if need is self-perceived.
4. Involves limited financial or human resources.
5. Involves two perspectives of the teacher's performance.
6. Allows the teacher to discuss his/her teaching strengths and weaknesses with his/her supervisor.

DISADVANTAGES

1. The assessment is only as good as the job description.
2. The teacher may not have a job description for his/her job.

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* The job description can be a logical beginning point for a teacher to use in assessing his or her performance in relation to institutional requirements.

Suggested Method 3

FOCUS: Institutional Needs

METHODS: An identical rating instrument is administered to students and teachers to assess/evaluate the teacher. The teacher reviews the results of the assessment and identifies areas where individual improvement is needed. The school administration receives school-wide results which can identify aggregate teacher needs.

ADVANTAGES

1. Provides a teacher with information on how he/she is perceived by students in relation to his/her self perception.
2. Provides a relatively objective assessment of a teacher's performance in terms of student ratings.
3. A teacher typically is interested in what students think and will seriously try to improve his/her teaching based on student ratings.
4. An objective rating scale can be used for two purposes if all teachers are rated using an identical form. First, it can provide an individual teacher with confidential information on his or her needs. Second, the results can be aggregated to provide the school administration with information on potential school-wide improvement needs.

DISADVANTAGES

1. Involves student time.
2. Involves cost of purchasing or printing an instrument.
3. The quality of the instrument obviously affects the usefulness of the results.
4. Involves teacher time to analyze results of the assessment and identify needs.
5. Additional costs are incurred if some type of computer analysis is involved.
6. May involve school personnel if results are analyzed centrally by the school.

Suggested Method 4

FOCUS: Individual Needs

METHOD: Videotape is made of teacher in the classroom. The videotape is reviewed and critiqued by the teacher and one other person (peer, teacher educator, supervisor, administrator, etc.). A discussion of strengths and improvement needs follows.

ADVANTAGES

1. Allows a teacher to observe and analyze his/her own classroom performance.
2. The teacher may be more likely to become involved in improvement activities if the need is self-perceived.
3. Involves a second perspective of the teacher's needs.
4. Allows the teacher to discuss his/her teaching strengths and weaknesses with someone else.
5. The discussion can help a teacher explore related concerns and needs.

DISADVANTAGES

1. Requires the involvement of at least two people.
2. Videotaping equipment and expertise must be readily available to the teacher.
3. A peer, supervisor, administrator, teacher educator, etc., has to be willing to spend some time in observing, critiquing, and discussing strengths and concerns with the teacher.

Suggested Method 5

FOCUS: Individual Needs

METHOD: A rating instrument is administered to students to assess/evaluate the teacher. The teacher reviews the results of the assessment and identifies areas where improvement is needed.

ADVANTAGES

1. Provides a teacher with information on how he/she is perceived by students in relation to his/her self perception.
2. Provides a relatively objective assessment of a teacher's performance.
3. A teacher typically is interested in what students think and will seriously try to improve his/her teaching based on student ratings.

DISADVANTAGES

1. Involves student time.
2. Involves cost of purchasing or printing an instrument.
3. The quality of the instrument obviously affects the usefulness of the results.
4. Involves teacher time to analyze results.

Suggested Method 6

FOCUS: Individual Needs

METHOD: The occupational program advisory committee reviews (1) the occupational program, (2) specific jobs for which training is provided, and (3) task expected of workers in each job. The teacher informally assesses his or her technical competencies in light of the information obtained from the advisory committee and determines if technical updating is needed.

ADVANTAGES

1. Allows the teacher to become aware of knowledge, skills, and attitudes expected by industry but not being presented to students.
2. Allows the teacher to become aware of the difference between his/her background and proficiency and current industry expectations in a non-threatening way.
3. The teacher is more likely to be concerned about improvement or updating if he/she realizes what industry expects.
4. Because the program advisory committee meets on a regular basis, it provides a logical way for the teacher to identify his/her technical improvement needs.

DISADVANTAGES

1. Advisory Committee Meetings must be well organized if a teacher is to obtain useful information that can be translated into his/her needs.

Section 4

PLANNING AND EVALUATION ACTIVITIES

After licensure, institutional, and individual needs are identified, each individual should develop a Professional Development Plan. There are two basic steps that help to organize the planning process.

1. Prioritize Needs
2. Select In-Service Activities to Meet Needs.

PRIORITIZING NEEDS

When all information on needs has been collected or obtained through formal or informal methods, the next step is to review this information and determine the priority of needs in each category. Although determining priorities involves many practical and personal considerations, some suggestions are offered in Figure 6.

Figure 6: Sample Factors Affecting the Priority of Needs

LICENSURE	INSTITUTION	INDIVIDUAL
• Presence of a suggested sequence of courses • Availability of courses in terms of time and location	• Criticalness of need in relation to job retention • Availability of in-service activities designed to meet institutional needs.	• Relationship of individual needs to institutional needs • Relationship of need to career goals • Relationship of need to resource availability (time and financial) • Relationship of need to non-professional personal goals.

Figure 7: Determining Priorities - A Sample

Mary Smith is a Retail Foods instructor at an AVTI. She has identified the following improvement needs for herself in each category.

LICENSURE (PROFESSION)	INSTITUTION	INDIVIDUAL
• Mary has a first five-year license • No needs in this category	1. Identify students who are chemically dependent 2. Establish and Use Advisory Committee 3. Design a Competency-Based Curriculum 4. Diagnose student learning styles 5. Develop IEP's (Individualized Education Plans) for students with special needs	1. Identify students who are chemically dependent 2. Use time more efficiently and effectively 3. Update on inventory control techniques used in supermarkets 4. Compentency-Based Curriculum course (for degree)

Now, Mary must review all of her improvement needs and determine some priorities for herself. The list below is her prioritized list of the improvement needs she plans to work on during the 1979-80 school year.

PRIORITY IMPROVEMENT NEEDS

Name: Mary Smith Date: 6/4/79

The improvement needs I plan to focus on in 1979-1980 are:

1. Identify students who are chemically dependent (Institutional and Individual)
2. Curriculum Course (for degree) (Individual)
3. Design a Competency-based Curriculum (Institutional)
4. Develop IEP's for students with special needs (Institutional)
5. Use time more efficiently and effectively (Individual)

SELECT IN-SERVICE ACTIVITIES

The most appropriate activity for eliminating a need should be selected. Some possible activities are listed in Figure 8.

Figure 8: Possible In-Service Activities

- University (core) Courses
- Other University Courses (credit/non-credit)
- Institution-Oriented Workshops
- Department Specialized Workshops
- Classroom Observations of Exemplary Teachers
- Individualized Training Modules
- Paid Employment
- Supervised Industrial Internships
- Different Program Observations
- Seminars
- Conferences/Conventions
- Professional Meetings
- Sabbatical/Industrial Leaves
- Technical Workshops
- Staff Conferences
- Individual Help from "expert" (e.g. curriculum writer, counselor, special needs coordinator, etc.)

Figure 9 shows the in-service activities Mary would like to participate in to meet her needs. A sample planning form is provided on page 23.

Figure 9: In-Service Activities Selected by Mary Smith

NEED	ACTIVITY
1. Identify students who are chemically dependent.	1. Attend a 2-hour workshop sponsored by the AVTI and held during a designated in-service day.
2. Curriculum Course (for degree)	2. Take Curriculum Course titled "Competency-Based Curriculum"
3. Design a Competency Based Curriculum	3. Develop competency-based curriculum for my program area using (1) information learned in curriculum course and (2) individual assistance from school curriculum specialist.
4. Develop IEP's for students with special needs.	4. Attend a one-credit university workshop on this topic.
5. Use time more efficiently and effectively.	5. Attend a one-day workshop conducted by a private consulting firm.

PROFESSIONAL DEVELOPMENT PLANNING FORM

PLAN FOR: _____ DATE: / /

(INSTRUCTOR'S NAME)

THIS PLAN IS BASED ON NEEDS ASSESSMENT INFORMATION OBTAINED FROM:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

THIS IS A:

___ 1 YEAR PLAN
___ 2 YEAR PLAN
___ 3 YEAR PLAN
___ 4 YEAR PLAN
___ 5 YEAR PLAN
___ OTHER

PRIORITY IMPROVEMENT NEEDS	ACTION	
	ACTIVITY	DATE

EVALUATE PROGRESS

After participating in staff development activities, the professional should evaluate the progress made toward eliminating the identified need. In order to do this one must be aware of how one might determine the outcome of staff development activities. This is not an easy process, but the following are some possible ways of determining such outcomes. Several kinds of outcomes or accomplishments should be considered. A sample "Accomplishment Form" is provided on page 25.

Outcomes

Reaction:	How well did the person like the educational activity?
Learning:	How much did the person learn in terms of facts, knowledge, skills, etc.?
Behavior:	Did job-related behaviors change after participation in the activity?
Results:	What changed as a result of participation in the activity? (For example, use of IEP's, lower student drop-out rate, higher rate of student placement; competition of initial teacher license or relicense, or improved relationship with students, etc.)

After the outcomes or accomplishments have been assessed, it may be useful to make recommendations on future actions. Some questions to consider in making recommendations are listed below.

1. Is the person satisfied with what has been accomplished?
2. Is more time needed?
3. Based on outcomes, should new improvement priorities be established?
4. Would subsequent needs assessment activities (the same type or different ones) help to evaluate outcomes and/or establish new priorities?

PROFESSIONAL DEVELOPMENT ACCOMPLISHMENT FORM

PLAN FOR: _____ DATE: / / THIS IS A: ___ 1 YEAR PLAN
(INSTRUCTOR'S NAME) ___ 2 YEAR PLAN
THIS PLAN IS BASED ON NEEDS ASSESSMENT INFORMATION OBTAINED FROM: ___ 3 YEAR PLAN
1. _____ 4. _____ ___ 4 YEAR PLAN
2. _____ 5. _____ ___ 5 YEAR PLAN
3. _____ 6. _____ ___ OTHER

NEED	ACTION		PROGRESS EVALUATION	
	ACTIVITIES	DATE	OUTCOME	RECOMMENDATIONS

PLANNING AND RELICENSURE COMMITTEES

For those teachers who are working on their relicensure process, there is an additional step in the planning process. They must obtain both pre- and final approval of in-service activities from the Vocational Relicensure Committee.

As is apparent, there are a variety of activities a teacher can participate in to eliminate identified needs. The definition of in-service education presented in Section I of this Handbook is stated again to assist in this discussion. Please remember that this definition is written for use only with this handbook.

> In-service education: Activities engaged in by practicing professionals to improve their professional competency. In-service education may be formal or informal; may or may not provide university credit; may or may not provide licensure or relicensure credit; and may or may not provide pay scale increments.

Considering this definition of in-service education and the current teacher relicensure process, both teachers and the Vocational/Relicensure Committee should assume certain responsibilities.

Teacher Responsibilities

Teachers seeking pre- and/or final approval of in-service activities:

1. Should document the needs in terms of professional improvement,
2. Should select appropriate activities for eliminating needs,
3. Should be able to justify why and how a specific activity fits into his/her Professional Development Plan,
4. Should evaluate the usefulness of the in-service activity in eliminating the identified need, and
5. Should be involved in systematic planning so that preapproval and final approval can be a logical process.

Vocational Relicensure Committee Responsibilities

The Vocational/Relicensure Committees serving vocational teachers:

1. Should request a rationale to support requests for relicensure activities be submitted with all preapproval requests so the committee can have a basis for determining if preapproval request should be granted.
2. Should request that a teacher's rationale include the following
   (a) documentation of need,
   (b) specific objectives, and
   (c) appropriate activities.
3. Should request some indication of whether or not the objective was accomplished (need eliminated) when final approval is requested. If the objective was not accomplished, the teacher should be asked to indicate why before final approval is granted.

In-service Activities and Licensure/Relicensure

All activities selected by an individual to meet identified needs may not be approved by the Vocational Relicensure Committee for relicensure credit. Figure 10 graphically portrays this situation.

Figure 10: In-service Activities and Licensure

REQUIRED FOR LICENSURE	OPTIONAL FOR RELICENSURE	
	INSTITUTIONAL	INDIVIDUAL
All approved by profession for licensure	*Those brought by individuals to Relicensure Committee which are approved	*Those brought by individuals to Relicensure Committee which are approved
	**Institutional development only	**Personal or Professional activities not approved

*Qualify for Relicensure

**Do Not Qualify for Relicensure

Section 5

FACILITATION SUGGESTIONS

The following list of actions and activities may be helpful in facilitating the professional development of teachers. Teachers, administrators, relicensure committee members, state department personnel and teacher educators can assume a responsibility in this facilitation process.

Teachers

1. Use a systematic process for planning your professional development activities.
2. Review and examine your current credentials checking renewal dates and professional requirements.
3. Compare your transcripts and in-service records with licensure requirements to see what additional coursework is needed.
4. Look at your job description and assess your qualifications and performance against the criteria specified.
5. Use several different kinds of methods to assess your improvement needs.
6. Involve your peers, supervisors, teacher educators, students, and others in assessing your performance.
7. Contact your vocational relicensure committee to determine what procedures and forms to use for pre- and final approval of relicensure credits.
8. Obtain schedules of workshops, seminars, courses, and other educational activities which may be of interest to you.
9. Communicate information on available educational workshops, seminars, and courses to your administration for distribution to all staff members.

Administrators

1. Provide a school sponsored in-service activity for teachers on methods for assessing needs and planning professional growth activities. The in-service could be conducted by someone who attended the state supported workshop.

2. Form a committee of teachers to work cooperatively with the school administration, relicensure committee, and teacher educators in developing a comprehensive staff development program for the school.
3. Exhibit an attitude which supports a comprehensive planned approach to staff development. Also, provide necessary financial and human resources to support staff development activities.
4. Make institutional philosophy, goals, and objectives known to teachers.
5. Consider the vocational relicensure committee as an integral (but not the only) component of your staff development program.
6. Set a "good example" by assessing your own needs and developing your own improvement plan. It might be a good idea to make your plan "public."
7. Distribute information on available in-service activities to professional staff.

Relicensure Committee Members

1. Prepare a handout to cover basic questions concerning relicensure.
2. Develop an expectation that staff development should be a planned activity.
3. Be available to answer questions common to the implementation of a new system.
4. Be sensitive to individual differences among teachers.
5. Provide simple needs assessment guidelines for those who lack direction.
6. Communicate as a group to ensure consistency in application.
7. Set a "good example" by assessing your own needs and developing your own improvement plan.
8. Meet with local staff development personnel to keep abreast of developments in needs assessment activity.
9. Make recommendations to the administration concerning frequently identified needs.

State Department Personnel

1. Review course offerings currently available in your specific service area.
2. Arrange to be knowledgable about the latest schedules of course offerings from universities.
3. Meet with clusters of teachers throughout the state to elicit suggestions concerning their needs and interests.
4. Communicate your knowledge of needs to teacher educators.
5. Disseminate information to all service area instructors on available training opportunities.

Teacher Educators

1. Provide all appropriate state personnel with updated course descriptions and schedules of offerings.
2. Coordinate schedules with other universities to ensure optimum coverage of geographical needs.
3. Use multiple sources of needs assessment information in planning course offerings.
4. Be available for counseling to individual instructors as needed.
5. Provide suggestions to instructors as requested on needs assessment methods.
6. Develop strategies to assist instructors in selecting appropriate course offerings.
7. Communicate with school administrators to determine common needs of teachers.